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ABSTRACT

This paper is a proposal for supervision focusing on a definition of and rationale for leadership roles that provide support, development, and implementation of the curriculum process together with a school organization structure accommodating these roles and purposes. First, general perspectives on the supervisory process are offered, followed by a description of the rationale for and conceptual view of supervision. The implementation of a proposed supervisory model is described. As the organizational structure evolves over time most teachers would be expected to be members of Faculty Curriculum Teams, with each team responsible for the development, implementation, and effectiveness of the curriculum which they are responsible to teach. The curriculum team works in conjunction with the Building Curriculum Councils and the District Curriculum Forum. The paper ends with a description of the assumptions underlying the supervisory model. Appended are 21 references. (SI)

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USING THE CURRICULUM PROCESS AS THE BASIS FOR SUPERVISION/LEADERSHIP WITHIN A COLLEGIAL ENVIRONMENT

Association for Supervision and Curriculum Development

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USING THE CURRICULUM PROCESS AS THE BASIS FOR SUPERVISION/LEADERSHIP WITHIN A COLLEGIAL ENVIRONMENT

Supervision in schools has become a multi-faceted process with many competing perspectives. Ranging from teacher dismissal to providing teachers a listening ear the supervisory role encompasses a broad set of diverse and at times incompatible tasks. As early as the 1920's (Bolin, 1987) definitions of supervision included an emphasis on helping teachers to focus on student development. Along with these shifting definitions of supervision is an expansion in the number of supervisors such as department and grade level chairs, program coordinators, and staff development leaders. Definitions continue to shift from a personnel emphasis to an instruction and a student development focus.

The focus of this proposal for supervision is on a definition and rationale cast in terms of leadership roles providing for the support, development and implementation of the curriculum process together with a school organization structure to accommodate these roles and purposes.

GENERAL PERSPECTIVES

In our view the supervisory functions in schools have served as the organizational structure, the basis for the work environment, the system for decision making, and the curriculum development process. Consequently, major alterations in schools will require major alterations in the supervisory process. Our proposal reflects these issues and calls for a shift in the functions and tasks of supervision, and in the diffusion of

supervisory roles among school personnel.

Most educational practice has evolved without a major paradigm shift as Kuhn (1970) would describe scientific theories. But in today's movements for educational reform we see an explosion of attacks on old structures and beliefs which have been in place for years. Concerns for teacher decision making about the school program, concern for improving and changing the curriculum, and the utilization of new research are factors causing educators and others to reconsider the traditional operation of schools.

Within this rapidly changing environment we place the role of supervision in schools at the very center of the problem and of the solution. Considering the current role of teachers and the multiplicity of bureaucratic roles in most schools it is time to rethink teacher roles and school organization by drawing on the most advanced and productive ideas of supervision and curriculum improvement available. Despite the participative and humane relationship views of supervision such practices have not yet become an integral part of the educational system.

Our view of the supervisory process is based on the premise that supervision can be constructively divided into two distinct areas; a restricted personnel dimension and a broader area of curriculum leadership. Personnel supervision deals with such issues as evaluation, accountability, and tenure. Curriculum leadership has its essence in curriculum development and the related aspects of instruction and staff development. In this

model instruction and staff development activities are perceived as flowing from the curriculum process thereby linking together these three school functions. This view of supervision clearly establishes the curriculum process and leadership roles as a central focus for supervisory activity in schools and casts the classroom teacher in a central leadership role. The functions of personnel supervision will not be addressed here although this activity is also central to the school operation.

Given these conditions and perspectives our vision of supervisory practice in schools can be described as follows:

1. Schools are dynamic organizations in which all staff members are involved in the process of curriculum improvement and implementation.

2. The curriculum process is responsive to individual and societal needs, through systematic reviews and improvements in the program.

3. Curriculum provides the focus of school activities with supervision and leadership roles distributed across many staff members to fulfill the curriculum process.

4. The teaching staff have the primary role and responsibility for curriculum decisions at the programatic, building, and course/grade levels of curriculum.

5. The staff assumes a collective responsibility for the curriculum process and for the educational development of students in a collegial and trusting environment.

6. Full time school administrators have as a primary role providing the support system and leadership development needed to fulfill the curriculum process.

7. Staff improvement, the use of new knowledge, and long range curriculum development evolve through faculty participation in and responsibility for fulfilling the curriculum process.

A large group of professional staff now engage in a variety of supervision and leadership roles within schools (Hatfield, et

al., 1986). Development of these roles, the capability to fulfill these roles, and the perception of individual responsibility for these roles appears central to significant educational improvement.

RATIONALE AND CONCEPTUAL VIEW OF SUPERVISION

Our definition of supervision draws heavily upon Sergiovanni and Starratt (1988) who describe human resources supervision as a process in which designated group leaders (teachers, chairpersons, supervisors, consultants, principals, etc.) come to conceive of their role primarily as one of providing service rather than direction to the group. For example, while traditional supervisory patterns require that the leader get things done (presumably by using the group and its resources), human resources supervisors work to help the group accomplish its tasks. Within this context, leaders do not attempt to solve the group's problems but focus on the group solving its problems; they do not seek to move the group forward, but rather to help the group as it moves forward. Sergiovanni and Starratt (1988) describe human resources supervision as a belief that,

> successful teaching and school improvement occurs when teacher motivation and commitment are high. Being in charge of one's work life and being held accountable to shared values and broad goals contribute to motivation and commitment. Authentic participation in decision making and providing responsibility are view as key supervisory strategies... (p. 14)

Supervision then is for facilitating the design and implementation of the curriculum, and the related curriculum process. This is a significant break from the traditional

conception of supervision.

A definition of human resources supervision indicates more of a concept than a job title, and describes the nature of the curriculum leadership role applicable to all individuals with leadership responsibility. The issue of role versus process raised by Sergiovanni and Starratt (1988) does not seem as mutually exclusive as they state. Rather, in our view the concept of role signifies patterns of behavior which in turn might include a number of actions or processes. This is not a position with a job title but does represent a role in the context of an educational institution. Individuals with many different positions may have such a role to serve. Defining supervision as a process also seems highly appropriate in this context.

Many individuals seek opportunities for increased professional responsibility and challenge as they mature in their work. Proposals for career ladders, mentor teachers, and programs having lead teachers all reflect this concern. Providing more alternatives and establishing more visible or recognized professional roles for teachers is now being widely promoted (Cornett, 1985). Unfortunately, most current proposals do not take into account the organizational structure or professional roles currently in existence. Whatever provision is made for increasing the leadership or professionally recognized roles for teachers it will need to contribute to the welfare of the schools as an organization and be compatible with organizational goals. Recent legislation and policy development in several states is obviously an attempt to reduce the present restrictions on such

changes in schools (Hanes & Mitchell, 1985).

In a loosely coupled organizational structure responsible to multiple constituencies, such as schools, supervision can provide a motivational, resource and facilitative role. In this context a collaborative mode of supervision emphasizing leadership and development activities provides a perspective which reflects current ideas for educational improvement. Fulfilling this view of supervision doesn't require a particular curriculum or form of instructional practice. Rather, this approach is a dynamic process resting on individual roles and capabilities designed to achieve desired purposes.

Within these parameters our definition of supervision is: "to facilitate an ongoing curriculum process in ways which reflect leadership and support for the development and achievement of a school's purposes and program." This definition shifts the focus of supervision from personnel control and monitoring to the curriculum process and the means to achieve curricular goals. Achieving these outcomes requires curriculum leaders to possess the knowledge and skill in a broad set of interrelated issues including; school contextual features, students, community, personnel relationships and collaboration, faculty and staff, curricular content, the sociology and organization of knowledge, instruction, staff development and leadership.

Studies of organizational culture and school climate have shown that innovation (Spector, 1984), and individual motivation

(Strauss, 1976) are strongly affected by the school culture. Because organizations are social and people are greatly influenced by social relationships these effects are expected. It is, therefore, necessary to develop an organizational culture which supports conditions for professional growth and a productive work environment. Events which make up such cultures include leadership processes, reward forces, communication patterns, control procedures, and mechanisms for decision making and goal setting (Ritchie, 1976). If we can assume that schools need to incorporate innovative practices and that motivated staff are desirable then creating the conditions to support their development is appropriate. Tension between an individual's work and the institution can be a problem or it can be used to articulate and integrate the different perspectives. The need for articulation between the individual and the organization in todays schools is clearly described by Fenstermacher and Berliner (1985),

> It is no longer possible for teachers to close their classroom doors an, in doing so, disconnect themselves from the world beyond. Modern teachers function in a complex environment of policy, law, regulation, special programs, organizational structures, communication systems, and professional associations. (pp. 282-283)

Bridging the work of the individual teacher with these external realities requires leadership which is closely tied to the teacher, but still operates in the broader institutional setting.

FACULTY CURRICULUM TEAMS AND LEADERSHIP ROLES

Inclusion and participation are key terms in the new supervisory models (Glickman, 1985; Sergiovanni & Starratt,

1988). The definition for supervision proposed here is focused on curriculum leadership, and the related responsibilities for staff development and instruction, not on a supervisory model which emphasizes control and evaluation of personnel. An organizational structure which supports the curriculum leadership characteristics described here calls for a significant organizational change.

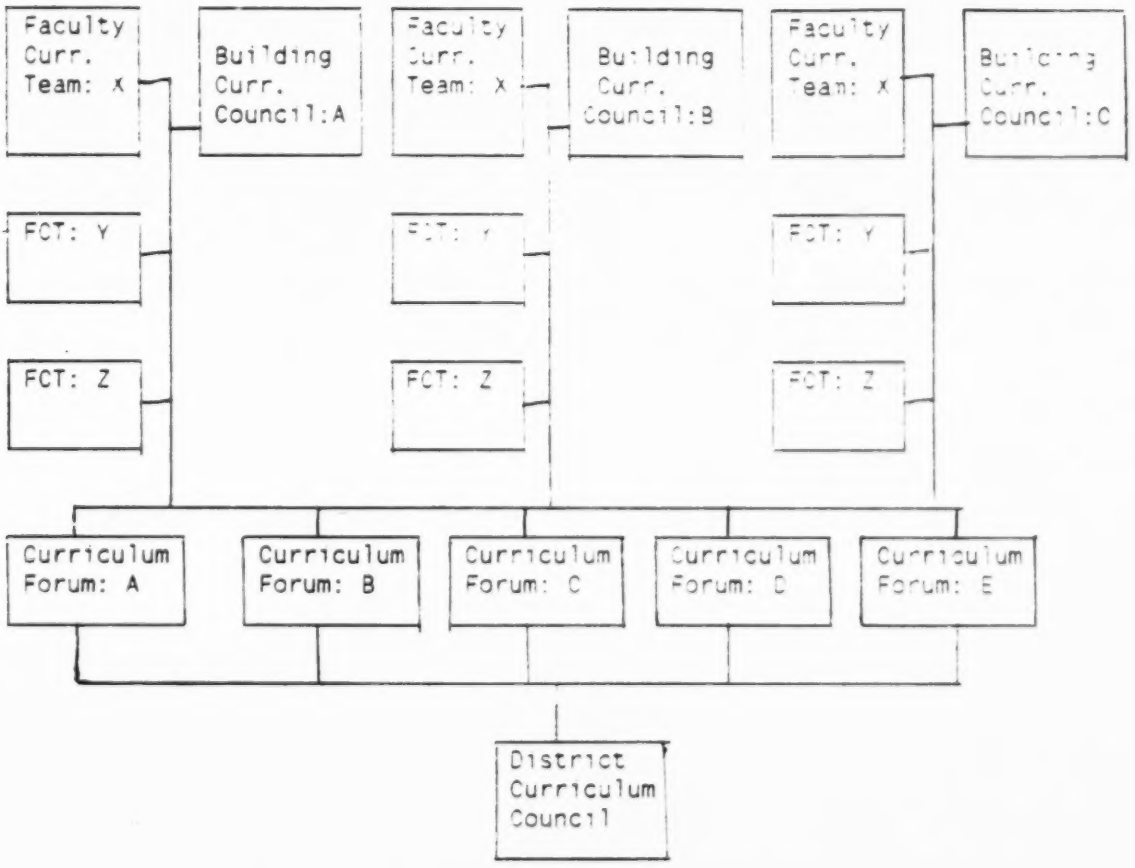
Proposed Organizational Model

This supervisory model (see Figure 1) is implemented through four sets of groups, Faculty Curriculum Teams, Building Curriculum Councils, Curriculum Forums, and a District Curriculum Council. These groups provide the setting for five interrelated supervisory roles identified with the human resources supervision concept (Sergiovanni & Starratt, 1988), Central Office Supervisor, Building Principals, a Curriculum Forum Leader, Curriculum Leaders for Faculty Curriculum Teams, and Participant Teachers as members of a Faculty Curriculum Team.

In this model the District Curriculum Council is led by a Central Office Supervisor with curriculum responsibility. Members of the Council are leaders of the Curriculum Forums (with representative principals and other individuals as appropriate . The District Council works through the Curriculum Forums with a Forum for each of the curricular programs (with combinations of program areas preferred) in the district. The Forums are composed of faculty team members who are most appropriate to the Forum's program areas. Curriculum Forums are led by one of the Faculty Curriculum Team Leaders. The Faculty Curriculum Teams consist of

teachers and cut across grade level and subject areas. These staff are referred to as Participant Teachers with one individual becoming the Curriculum Leader for the team. The Building Curriculum Council is led by the Principal and is made up of all the Faculty Curriculum Team Leaders in the building.

Figure 1
Organizational Structure



This supervisory process model can effectively provide the means to respond to curricular issues from the "bottom" of the instructional ladder (individual classrooms) or to mandates from

the "top" (district office or state departments of education). The high degree of flexibility to initiate proposals within the process allows for a critical measure of responsiveness that can enrich the entire school program.

This interlocking set of Councils, Forums, and Teams, with their respective leaders, provides a flexible, open, and highly public and participative environment in which to carry out the curriculum process. As this organizational structure evolves over time most teachers would be expected to be a member of a Faculty Curriculum Team with each team being held accountable for the development, implementation and effectiveness of the curriculum for which they are responsible to teach (see Figure 2).

Faculty Curriculum Teams:

Curriculum Teams are organized to develop and implement the curriculum related to the instructional assignments of team members. The teams are also responsible for staff development and instructional practices necessary for implementing the curriculum.

Curriculum Teams are composed of staff members called Participant Teachers who are actively engaged with students on a daily basis in the instructional program. Their classrooms are laboratories for the curriculum. This instructional engagement provides a reality test generating insights and relevant feedback. Opportunities to determine how to treat the unique needs of individual learners are enhanced by team interaction. Classroom teaching provides the occasion for individual teachers or collaborating groups to carry out action research involving

reflective thinking thus generating new knowledge and relevant professional development (Niemeyer & Moon, 1988). Constructive peer observation across grades and subject matter contributes to professional growth and is encouraged.

Figure 2
Curriculum Teams and Leadership Roles

	Faculty Curriculum Teams
-Leader:	One teacher member (Curriculum Leader)
-Members:	Five to six teaching staff (Participant Teachers
-Focus:	Multi-grade (2-3 levels); Multi-subject matter (2-3 areas)
	Responsible for curriculum taught by team members; staff development needs and instructional practice
-Relate to:	Students
	Building Curriculum Council
	Curriculum Forums
	Building Curriculum Councils
-Leader:	Principal
-Members:	Curriculum Team Leaders; others as desired
-Focus:	Coordinate building program
-Relate to:	Faculty Curriculum Teams; community
	Curriculum Forums
-Leaders:	Curriculum Leaders from Building Teams
-Members:	Participant Teachers from Curriculum Teams (Need representatives from a team in each building)
-Focus:	Multi-subject areas (2-3) and all grade levels
	Encompasses entire district; Sub-groups or regional groups if district is large
-Relate to:	Faculty Curriculum Teams
	District Curriculum Council
	External Networks and Centers
	District Curriculum Council
-Leader:	Central Office Supervisor (Human Resource Supervisory Role) (Includes a Center for Curriculum Support and Resources)
-Members:	Leaders of Curriculum Forums
	Representative Principals; Others as desired
-Focus:	Coordinate overall district curriculum, staff development and instructional practice
-Relate to:	Curriculum Forums
	Board of Education; Community; Government

The Participant Teacher has the potential for differentiated responsibilities within a building's Curriculum Teams because of his/her varied levels of knowledge about subject content, instructional strategies, and general pedagogy. With these responsibilities comes a related accountability that may well result in improved student achievement. Over time teacher participation and responsibility may vary because of the amounts of energy, interest, and time individuals are willing to invest in the ongoing curriculum process. By nature interactive groups do not maintain the status quo.

The Curriculum Team Leader, in the spirit of the previously described human resources supervision process, has a responsibility to work with the Building Curriculum Council and the District Curriculum Forum. Appropriate resources for the Curriculum Team would be sought by the Curriculum Leader from the District Curriculum Support Center and the building principal. Providing leadership for the Curriculum Teams and participation in the Building Councils and District Forums places these individuals in a crucial position to bring about school improvement.

Building Curriculum Councils:

Building Curriculum Councils provide a means for Curriculum Teams to interact at the building level. Principals provide leadership for these Councils and in collaboration with the Central Office Supervisor they facilitate leadership training programs to help staff fulfill their curriculum and instruction roles. In line with their human resource supervisory role

principals become enablers for classroom teacher leadership development and participation in the curriculum process. In addition Principals and Central Office Curriculum Leaders have a major responsibility to obtain resources needed to carry out the various programs.

Curriculum Forums:

The function of the Curriculum Forum is programatic. The assemblage of faculty across buildings and grade levels makes public the curricular and related instructional developments across all curriculum teams. Because of its information processing nature, a Curriculum Team may on occasion make a presentation directly to the Forum. A goal of the Forum would be to facilitate individual teachers or teams to make similar presentations at professional association meetings as well as to publish their curriculum developments and action research findings in professional journals.

A Faculty Curriculum Leader would serve in a leadership role for the Curriculum Forum, initiating discussions, helping define problems, summarizing issues as well as reporting Curriculum Forum business to the District Council. The leadership function resides differentialy among member Curriculum Leaders of the Curriculum Forums as it does with Participant Teachers in the course-grade level Curriculum Teams.

District Curriculum Council:

The District Curriculum Council, led by the Central Office Curriculum Supervisor, coordinates district-wide curriculum

activities working with the Curriculum Forums and Building Principals. A primary role of the Central Office Supervisor is building a strong curriculum, teacher leadership and an improved instructional program. This individual is responsible for defining and articulating the expectations for all members involved in the curriculum process recognizing the differentiated nature of roles over time and across programs. One emphasis of supervision, as we have defined it, is to encourage and expand leadership roles in the district, in buildings, across programs and especially on course/grade levels with a focus on all teachers. Given the Curriculum Forum activities, relevant research and other sources of information the Central Office Curriculum Leader and Building Principal will identify, articulate and support appropriate leadership training for staff. Additional support for curricular activities is provided through a District Resource Center Network System with links to external agencies and information systems.

Such a coordinated, ongoing district, building, program and course-grade level, the multi-grade and multi-subject matter curriculum process has great potential for building a strong dynamic curriculum, enhancement of teacher leadership and maintaining a strong school program.

Supervisory/Leadership Tasks

The use of Faculty Curriculum Teams to carry out the curriculum process is partially based on the "Guiding Beliefs of our School District" inventory by Patterson et al. (1986). These beliefs are (a) teachers, supervisors, and administrators should

have equal access to information and resources. (b) power is an expanding entity which increases when shared, (c) decisions should be made as close to the point of implementation as possible, (d) decisions should be made by those who are most expert, given the circumstances or problem being considered regardless of hierarchical level, and (e) the belief that given the opportunity teachers will want to do what is best for the school.

Encouraging Curriculum Teams in individual buildings to focus on the curriculum process (planning, implementation, staff development, instruction and evaluation) promotes leadership, increased content knowledge, general professional growth as well as individuality (Sergiovanni & Starratt, 1988; Glatthorn, 1987, and Taba, 1962). This process reduces isolation or "privitism" reported by Rosenholtz & Kyle (1984) and Lortie (1975). It provides something engaging, constructive and positive to discuss in the faculty lounge.

In this supervisory model leadership roles are distributed across several levels of the school organization and personnel. Each staff member will on occasion serve in some form of leadership activity. In this context each person regardless of job description will be functioning in the mode of human resources supervision and have access to decision making situations. Flexibility in the system enables all teachers to make their contributions to the program based on their capabilities.

Perhaps the key persons in this process are the Leaders of the Faculty Curriculum Teams and Curriculum Forums. They provice the coordinating role for the Curriculum Teams, are members of the Building Curriculum Councils, provide leadership for the Curriculum Forums and serve on the District Curriculum Council. Although in most Districts sheer logistics will prevent all of these individuals from leading a Curriculum Forum or serving directly on the District Council, their position within a District gives them the opportunity to provide a major leadership role for curriculum, instruction and staff development. The proposed system also facilitates a District-wide, multiple grade, multiple subject area focus. The model also provides administrators with a strong managerial and leadership role.

The Faculty Curriculum Leader role is based on several issues. The complexity of the teaching role implies a need to pool resources and efforts to be most effective and to insure that individual teacher efforts are articulated with the school as a whole. Enhancing the support and motivation of individual teachers is an ongoing need requiring considerable personal interaction. At the same time, giving the Curriculum Leader responsibility to bring together activities related to curriculum, staff, organizational and instructional improvement brings a necessary integration and integrity to the school operation. Establishing meaningful and recognized roles for a significant number of teachers who continue to maintain a teaching responsibility is one way to enhance professional opportunities (see Figure 3).

Figure 3
Curriculum Leader Tasks

(The Curriculum Leader provides leadership and guidance in the following tasks.)

A. Professional Climate and Support:
- -Establish professional climate and expectations.
- -Provide personal and professional support for teachers.
- -Provide resource and development support.
- -Provide recognition and feedback to teachers.
- -Peer coaching.

B. Curriculum and Instruction Activities:
- -Analyze and clarify curriculum goals and content.
- -Articulate teacher goals with organizational goals.
- -Develop and implement curriculum.
- -Design and improve instructional practice.
- -Critique and evaluate curriculum and instruction.
- -Conduct staff development activities.
- -Maintain network to professional research and development sources.

C. School Operations:
- -Develop and implement school policies.
- -Maintain parental and school relationships.

ASSUMPTIONS UNDERLYING THE SUPERVISORY MODEL

The means for establishing validity and support for this supervisory model, using research studies, is to formulate assumptions of the practice. These assumptions represent underlying principles which are the keys to the design of the supervisory model. Comparing the assumptions to research studies and to the purposes of supervisory activities will help determine the validity of the design and also help identify problems encountered in its implementation and practice.

The following assumptions represent this supervisory design.

1. The curriculum process is a social and public activity requiring many participants.

2. Participation in the curriculum process enhances staff

motivation and professional improvement.

3. Broad participation in the curriculum process increases the level and quality of curriculum implementation.

4. Broad based leadership in the curriculum process leads to a collegial professional culture with extensive interchange of ideas among staff.

5. Leadership across all segments of a school staff is necessary to fulfill the curriculum goals.

6. Broad based faculty leadership provides for the effective review, development, implmentation and evaluation of the curriculum.

7. Curriculum leadership functions establish a focus for leadership roles across a wide range of staff members as they fulfill the curriculum process.

8. Decision making is most effective when done by a practitioner with a support team providing reinforcement and assistance needed to get the job done.

These assumptions reflect some of the major principles incorporated in this supervisory and organizational model for carrying out the curriculum process. Comparing these assumptions to various research studies will indicate the validity of the model and potential questions which need further research.

SUMMARY

The supervisory model described here is predicated on the belief that all professional staff within schools have a major role in the curriculum process and responsibility for the educational development of students. By redefining the role of teachers and administrators and restructuring the school in a way which better enables staff to fulfill these roles the supervisory process, functioning within a collegial environment can become the major force for school improvement.

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